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ABSTRACT

This module, one of a series designed for facilitators training rural career guidance program staff, is designed to give participants a better understanding of the career development needs of students in rural schools--schools that often have limited resources. After the module is introduced, participants complete a warm-up activity, i.e., a picture puzzle. This activity is followed by a short presentation on the unique nature of the rural environment (school, home, community) as it affects career development, and an overview of the "Rural America Series." Participants are then divided into small groups and asked to read and analyze specially designed profiles. Following this activity, large group-focused discussion is used to draw out salient features of the profiles. This activity leads into the presentation of the Life Role Development Model and the 26 suggested goals relating to the model. The approximately 2-hour module ends with a summary of how an understanding of need is essential for the planning process. Stress is placed on the fact that the module provides the theoretical underpinning for that planning. The guidebook contains a module overview, facilitator's outline, participant materials, and transparency masters. (NEC)

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Research and Development Series No. [redacted]

FACILITATOR'S GUIDE TO STAFF TRAINING FOR THE *RURAL AMERICA SERIES*

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Cooperative Rural Career Guidance System

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- Generating knowledge through research
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- Operating information systems and services
- Conducting leadership development and training programs

Research and Development Series No. 149B

FACILITATOR'S GUIDE TO STAFF TRAINING FOR THE *RURAL AMERICA SERIES*

MODULE I: UNDERSTANDING THE NEED

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FOREWORD

The National Center for Research in Vocational Education has been actively developing materials for the special guidance program needs of rural and small schools since 1975. During the ensuing period, a 16 volume set of career guidance program materials for rural and small schools entitled the *Rural America Series* was produced. The development and original production were funded by the U.S. Office of Education, Bureau of Occupational and Adult Education, Part "C," Vocational Education Act of 1963 as amended Research Legislation. Since its completion, the *Rural America Series* has enjoyed widespread national distribution with over 1,200 sets now in the field. In 1976-1978 the National Center in conjunction with Northern Michigan University was funded to test the planning process contained in the Series and to develop several supplemental materials.

One such supplement is the *Facilitator's Guide to Staff Training for the Rural America Series*. It consists of 18 separate documents of which this module is one. The *Guide* is designed to assist state department of education personnel, guidance supervisors, and guidance counselors in training others to understand and utilize the *Rural America Series*. Each module of the *Guide* may be used independently or collectively in staff development activities. All parts of the *Guide* have been thoroughly tested in state-wide workshops sponsored by the states of Florida, West Virginia, Ohio, Illinois, Iowa, Arkansas, Kansas, Washington, Idaho, Wyoming, and the territory of American Samoa. Each workshop was carefully evaluated and suggestions from workshop participants were used to modify and improve the *Guide*.

This module, "Understanding the Need," deals with career guidance needs of youth in rural and small schools as well as a theoretical model that could underlie career guidance programs. It and other parts of the *Guide* should prove to be valuable assets for the staff development of rural and small school counselors and educators as they plan, implement, and evaluate career guidance programs for their students.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

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MODULE I: UNDERSTANDING THE NEED

Module Overview

Instructional Time

Approximately 2 hours

Module Description

This module is designed to give participants a better understanding of the career development needs of students in rural schools—schools that often have limited resources. After the module is introduced, participants complete a warm-up activity, i.e., a picture puzzle. This activity is followed by (1) a short presentation on the unique nature of the rural environment (i.e., school, home, community) as it affects career development and (2) an overview of the *Rural America Series*. Participants are then divided into small groups and asked to read and analyze specially designed profiles (one per group). Following this activity, large group-focused discussion is used to draw out salient features of the profiles. This activity leads into the presentation of the *Life Role Development Model* and the 26 suggested goals relating to the model.

The module ends with a summary of how an understanding of need is essential for the planning process. Stress is placed on the fact that the module provides the theoretical underpinnings or base for that planning.

Goals and Objectives

The participants will:

Goal 1 Gain additional understanding of the career development needs of youth in rural environments.

Objective 1.1 Be able to identify factors affecting career development.

Objective 1.2 Know the strengths and limitations of the rural environment in regard to career development.

Goal 2 Become familiar with the nature of the *Rural America Series*.

Objective 2.1 Know the structure of the *Rural America Series*.

Objective 2.2 Be able to access and use the following handbooks in the series: *Life Role Development Model* and *State of the Art*.

Agenda

10 min. Introduction Large Group Presentation

15 min.	The Rural Hall of Fame Game	Individual or Paired Activity	p. I-5
25 min.	Factors Affecting Career Development in Rural Environments	Large Group Presentation	p. I-7
20 min.	*The Rural America Series*	Large Group Presentation	p. I-9
35 min.	A Closer Look at Career Development	Small Group Activity	p. I-13
20 min.	*Life Role Development Model*	Large Group Discussion	p. I-15
5 min.	Module Summary	Large Group Presentation	p. I-21

Module Evaluation

This module consists of discussion activities geared to sensitize participants to the rural setting and should be evaluated in an unobtrusive manner. During the profile group discussion and question and answer activities, the facilitator could observe the degree to which "involved" participation is occurring. Specifically, the facilitator could look for the following:

1. Active and widespread participation in the large group discussions and question and answer sessions. Are many ideas and comments being offered? Are they offered by numerous individuals (or just a few) from the group?

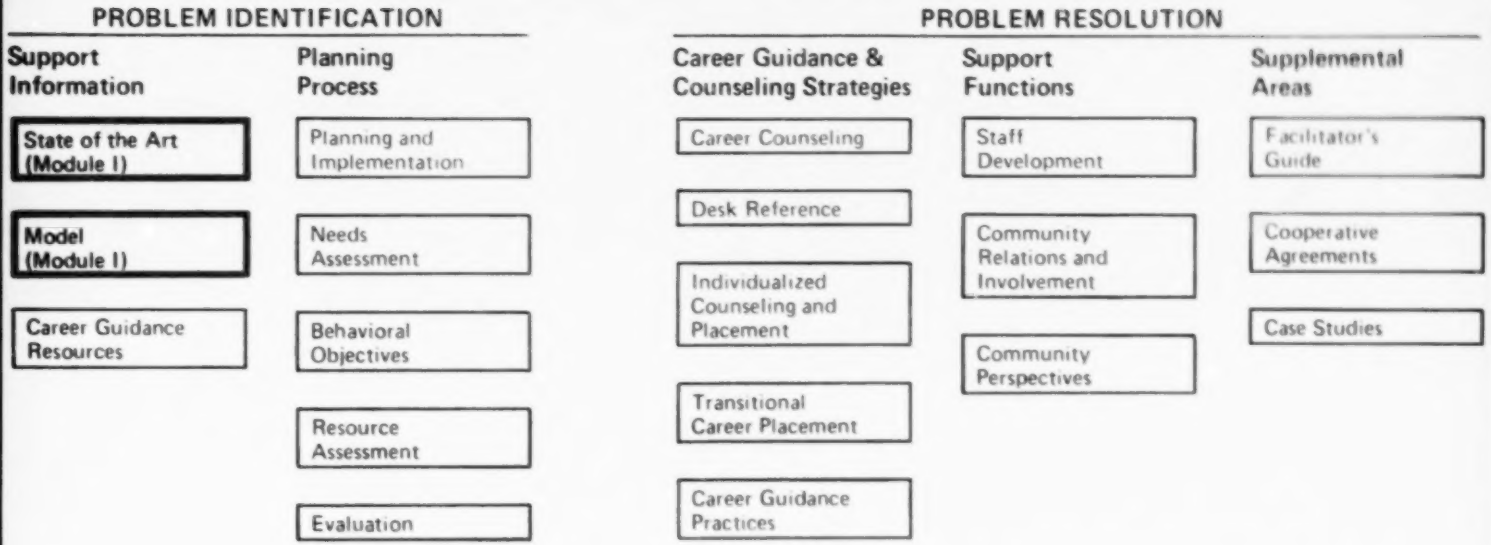
2. The degree to which the profiles stimulate small group discussion. Are participants involved in the small group discussions? How well are they able to analyze the profiles?

In addition to the above considerations, a short module-specific questionnaire has been included in the participant handouts section of the module. If the module is used independently of others, this questionnaire will provide valuable information regarding the effectiveness of the module. If the module is part of an extended (multiple day) workshop, the use of the overall workshop questionnaire (see Appendix A) is recommended at the completion of the workshop instead of the shorter questionnaire.

Relationship to the *Rural America Series*

See chart on the next page.

THE RURAL AMERICA SERIES (HANDBOOKS)



The small boxes on the above chart represent the handbooks of the *Rural America Series*. In this module, "Understanding the Need" the two handbooks highlighted on the left will be covered. The chart generally flows from left to right and illustrates the program development process described in the series. The *State of the Art* and the *Life Role Development Model* are the cornerstones of that process. The *State of the Art*, which was the first series handbook developed, is a detailed review of the literature related to career development and guidance in the rural environment. The need for the entire *Rural America Series* became evident during the development of this handbook. The *Model* then followed as a theoretical basis or framework from which career guidance and counseling programs could be developed.

ACTIVITY TITLE: The Rural Hall of Fame Game

DURATION: 15 minutes

FACILITATOR OUTLINE	NOTES

Direct workshop participants to the Rural Hall of Fame Game which is in the participant materials. (Note: An optional warm-up activity is described at the end of this one.)

A. **Introduce the Game**

1. The purpose of the game is to match childhood clues with illustrations of famous Americans who have come from rural backgrounds.

2. The backgrounds of the famous Americans included in the game were all carefully researched. The rural environment was a major factor in their development.

3. Clues are contained in each description.

Suggest to participants that they spend a few minutes working individually or in pairs to complete the game.

Once the participants have completed the game ask for their choices. Pass out a prize to participants with the greatest number of correct choices. Correct answers are provided below.

Letter	Illustration No.	Person's Name
A	4	George Washington Carver
B	7	Neil Armstrong
C	1	Henry Ford
D	10	Jim Thorpe
E	11	Helen Keller
F	2	Coretta King
G	9	Will Rogers
H	3	Loretta Lynn
I	12	Jimmy Carter
J	6	Caeser Chavez
K	8	Chet Huntley
L	5	Andrew Wyeth

FACILITATOR OUTLINE	NOTES
B. **Review the salient aspects of the game.** 1. Initiate a discussion by using the following questions. How have these Rural Hall of Famers benefited from the strengths of a rural environment? What factors in the rural environment have influenced their career development? (For example, Henry Ford had many opportunities to work with and learn about machinery.) 2. Focus on the rural environment as one providing unique experiences for growth and/or limitations that the individual struggled to overcome. 3. Note that one or two generations ago few rural women were provided opportunities to become Rural Hall of Famers. As an option, use a film as a method of starting the module. An excellent set of films that is available from most state departments of education at a nominal rental cost is the *Bread and Butterflies Series.* The film entitled "Success Story" is an especially good beginning for this module.	 *Oh, I see solid boxes are for directions and dotted ones are for optional activities.*

ACTIVITY TITLE:

Factors Affecting Career Development in a Rural Environment

DURATION:

25 minutes

FACILITATOR OUTLINE	NOTES
Involve participants in a discussion of the factors given below by use of questions such as: Do you think this factor is more prevalent in urban or rural areas? What might be your guess as to number or percentage?	
A. **What is the rural environment like? (home, school and community)**	pp. 3-37, *State of the Art*
1. **Commonly Held Rural Attitudes and Values** • generally conservative (more skepticism) • high self-reliance • perceptions that rural life is more natural (closer to nature) and that city life is more artificial • ownership of land makes the farmer independent • high esteem for family life, therefore, fewer divorces • high church membership • more stable environment (although this may be changing)	
2. **Educational Factors and Attainments** • overall less years of formal school (educational attainment) in rural areas • lack of trained resident guidance staff (approximately 40 percent of the schools have counselors) • counselor isolation • school staff generally have two years less training than their city counterparts • students are less likely to be college bound • students frequently lack up-to-date occupational information • lack of skills to use that information • insufficient school resources and facilities • limited exposure to occupational models in such fields as science and commercial art	
3. **Demographic Factors** • rural for the purpose of this discussion is defined as an area having less than 2,500 residents in a town or	

village and as being located more than 25 miles from a city of 25,000 or more (the rule of 25-25-25)
- forty percent of the nation's poor live in rural areas
- rural workers are turning more and more to industry for income
- generally, rural areas are either holding steady in size or decreasing (out migration)
- resources available to the schools (especially community resources) are much less than those of the large city schools
- more rural residents (on a percent basis) are married as compared to city residents (although this may be in a state of flux)
- most rural communities are white (i.e., whites make-up 91 percent of the population) the remaining 9 percent is a mixture of minority groups with blacks, Hispanics, and American Indians predominating. Geographically, however, there are wide variations in rural communities
- less than 27 percent of the total U.S. population was classified as living in rural settings (1971 census)
- median income is $7,919 for city residents and $7,036 for rural residents (1969 data)
- tremendous growth in farm size and agribusiness has taken place

B. **What are the strengths and limitations of this environment in terms of career development?**

1. **Strengths**

- stability (strong family life)
- self-reliance
- community potential to use resources and build them into school programs—easier to do many times in a rural or smaller community

2. **Limitations**

- geographic isolation and the lack of student exposure to a variety of occupational role models
- limited counseling staff and isolation of the counselor
- insufficient school resources and facilities, without community involvement, to fully impact on career development needs

ACTIVITY TITLE: The Rural America Series

DURATION: 20 minutes

FACILITATOR OUTLINE	NOTES
A. **What is it?**	
1. It is a set of 18 handbooks and this guide—a total of 19 books—designed to help schools plan and implement a comprehensive career guidance program.	
2. It focuses on systematic planning, implementation and evaluation.	
3. It was developed after a careful analysis of the career development needs of rural schools. (One handbook, *State of the Art* contains a summary of that analysis and is the cornerstone of the series. That handbook contained most of the information summarized on pages I-7, I-8.)	
4. It contains a model or a theoretical basis for a comprehensive career guidance system (*Life Role Development Model*).	
5. The series includes numerous program options for involving the home and community in the career guidance program. Business, industry, and labor involvement in the planning and implementation of career guidance programs is also stressed.	
6. It takes into account the limited resources available to a rural or small school.	
7. It builds upon the strengths of the rural environment.	
B. **How was it developed?**	
1. A consortium of three agencies produced the first 16 handbooks of the series. • The National Center for Research in Vocational Education of The Ohio State University • The Wisconsin Vocational Studies Center of the University of Wisconsin, Madison • The School of Education of Northern Michigan University	

FACILITATOR OUTLINE	NOTES

2. Each handbook was submitted to a series of panel reviews. Panels consisted of rural administrators, teachers, students, and local community representatives.

3. A national advisory committee which consisted of prominent national educators and business representatives also reviewed the materials.

4. The development of the first 16 handbooks of the series required approximately one and one-half years.

5. The development of the next three handbooks required about one year. These handbooks are:

   - *Facilitator's Guide*
   - *Increasing Guidance Effectiveness through School-Community Cooperation*
   - *From Idea to Action: Career Guidance Plans of Rural and Small Schools*

   They were completed one year after the first 16 handbooks and serve to round out or complement the series. The *Facilitator's Guide* is obviously an instructional manual for teaching the series and its concepts to others. The remaining handbooks describe how business, industry, and labor groups can be involved in the schools and how nine rural school districts actually made use of the series, respectively.

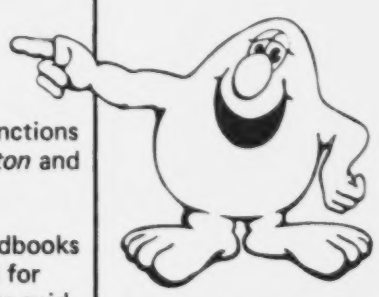
C. **What specifically are its component parts?**

Show the transparency "The Rural America Series," p. I-48. To enhance the presentation pick one handbook per subset and point out some of its salient features to the participants.

1. Emphasize the two basic functions shown in the transparency—PROBLEM IDENTIFICATION and PROBLEM RESOLUTION.

2. Note that in the PROBLEM IDENTIFICATION functions there are two sets of handbooks—*Support Informaton* and *Planning Process.*

   - *Support Information* includes the first three handbooks of the series. The handbooks document the need for the program, define a theoretical model for career guidance, and provide a set of indexed abstracts of more than 500 career guidance resources.



I see those headings are on the top of the transparency

FACILITATOR OUTLINE	NOTES
• *Planning Process* consists of a set of procedural guides for systematically planning, developing, and evaluating a program. To do this, one would first review the planning-implementation process, assess needs and resources and develop objectives. Evaluation occurs both during the planning process and also after a complete, comprehensive program is implemented. All handbooks contain practical illustrations of program planning.	
3. PROBLEM RESOLUTION, the second function, focuses on the types of guidance, placement, and counseling programs that can be implemented in schools. Numerous practical suggestions are found in *Career Guidance Practices, Transitional Career Placement,* and *Career Counseling.* The *Desk Reference* is a guidance counselor's fingertip answer book for questions commonly asked about career guidance. *An Individualized Approach Towards Career Counseling and Placement* presents theoretical perspectives on counseling and placement.	
4. SUPPORT FUNCTIONS toward the right of the transparency stress the importance of such areas as: staff development, meaningful community relations and involvement; and community attitudes (perspectives) towards career development.	
5. The last three handbooks, at the far right of the transparency, were mentioned earlier and are designed to complement the first 16.	
6. In closing, note that the series should be seen as a set of important resources for planning, implementing, and evaluating a comprehensive career guidance and counseling program.	
7. View the series as an encyclopedia—"a process encyclopedia" designed for reference use as you develop and implement a career guidance program. Treat it as your "Worldbook" or "Britannica" of rural guidance.	

ACTIVITY TITLE:

A Closer Look at Career Development—Profiles

DURATION:

30 minutes

FACILITATOR OUTLINE	NOTES

A. **Introduce the Activity**

1. Mention that up to now the needs of rural schools have been discussed in more general, impersonal ways. Now take a look at individual students and their specific needs.

2. Discuss the importance of understanding variables that influence the career development of individuals. (For example, what factors influence their awareness of different types of occupational options.)

3. Explain that participants will be reading and discussing one of five, short profiles.

Divide participants into groups of no more than five persons each. (Less is desirable.)

Assign each group a different profile.

Group I	Profile No. 1	Sharon Koblentz
Group II	Profile No. 2	Doug Cloud and Wilma McGurdy
Group III	Profile No. 3	Mike Harper
Group IV	Profile No. 4	Lanh Binh Thieu
Group V	Profile No. 5	Tom Sutherland

Assign a group leader who will direct the group and report back to the larger group the nature of the particular problem described and the possible solutions to the problem.

Point out that discussion questions are included in each profile.

Allot approximately 25-30 minutes for the small group discussion.

Remember, the profiles are in the participant materials

FACILITATOR OUTLINE	NOTES

B. **Ask each spokesperson to describe in turn, the following aspects of the profile.**

1. The problem and factors related to it.

2. How the problem was resolved.

On the chalkboard make two columns as shown and write down under each, key points as described by small group leaders.

Nature of the Problem	Problem Resolution

C. **Summarize the significance of the profiles**

1. Each profile was purposefully left open-ended, i.e., there are many different solutions to career guidance problems.

2. Career guidance (career development) is concerned with attitudes and values as well as with cognitive learnings.

3. Students have many different types of career development needs.

4. The profiles point to the need to summarize the factors that affect career development—the need to develop a model.

ACTIVITY TITLE: The Life Role Development Model

DURATION: 20 minutes

FACILITATOR OUTLINE	NOTES

A. **Introduce the Concept of the Model**

1. It provides a conceptual base for developing a career guidance program.

2. It helps to show the interrelationships among factors affecting students. It provides a picture of how different aspects of career guidance can be integrated.

3. The model will be discussed in a manner similar to the process by which it was developed. That is, what considerations did the developers take into account when they developed the model?

B. **Factors Affecting Career Development**

> Use a question and answer approach for sections B1 and B2 below. For each question put a heading on the chalkboard and record the responses of the participants. The headings are:
>
> Individuals and Groups
> Environmental Factors

1. In terms of factors affecting the career development of students in a rural setting—what individuals or groups might influence that career development?

> List participant responses under the heading, "Individuals and Groups."

- Some answers that participants might come up with are:

  - Church
  - Family members
  - Extended family members
  - School teachers
  - Peers
  - Community members
  - Senior citizens
  - Guidance and counseling personnel

As an option, the facilitator might ask participants for their opinions concerning the influence or importance of individuals and groups at different grade levels such as K-6, 7-9, 10-12, and 13-14. There are no absolute answers to this line of questioning but it does lead to a thought-provoking discussion.

In fact, the facilitator could put a matrix on the chalkboard and use checkmarks (✓) to indicate the participants' perceptions of influence. An example is given below.

Influencing Group	Grade Level K-3	4-6	7-9	10-12	13-14
Parents	✓	✓	✓		
Peers		✓	✓	✓	
Church		✓	✓		

2. What environmental factors might influence career development?

List participant responses under the heading, "Environmental Factors."

- Some answers that participants might come up with are:

  - TV
  - Books
  - Radio
  - Films
  - Newspapers
  - Limited school resources
  - Magazines
  - Rural isolation
  - Transportation problems
  - Limited occupational role models
  - Closeness to nature

Time permitting, ask participants to identify those factors over which they feel the school has some control.

C. **Developing the Model**

1. With the above factors in mind, develop the model.

For sections C2, C3, and C4 continue the brainstorming activity by asking participants key questions and listing their responses on the board.

FACILITATOR OUTLINE	NOTES

2. What must individuals know or consider about themselves and their interpersonal relations in order to become fully functioning members of society?

Use one of the possible responses below to stimulate participant answers.

- Possible responses are:

  - Attitudes
  - Aptitudes
  - Skills
  - Interests
  - Social relationships
  - Coping strategies
  - Personal strengths
  - Personal limitations

- Explain that one area or domain of the model is entitled Self and Interpersonal Relations.

Write the heading "Self and Interpersonal Relations" above the answers on the board.

3. What must individuals know or consider in regard to planning and making decisions?

- Possible responses are:

  - Developing goals
  - Gathering information
  - Utilizing information
  - Evaluating career decisions
  - Making decisions
  - Accepting responsibilities

- Explain that this area or domain of the model is called Career Planning and Decision Making.

Write the heading "Career Planning and Decision Making" above the answers on the board.

4. What must individuals know or consider about assuming roles in life?

- Possible responses are:

  - Economic benefits
  - Working conditions
  - Occupations as related to life styles
  - Use of leisure time
  - Family participation
  - Church participation

FACILITATOR OUTLINE	NOTES

- Explain that this domain is called Life Role Assumption.

Write the heading "Life Role Assumption" above the answers on the board.

D. **The Model**

Show the transparency "A Conceptual Model for Life Role Development," p. I-49.

1. Discuss the Model

   - The model is the underlying foundation/the organizing set of principles for the rural guidance program.
   - It takes into account the total individual rather than simply focusing on the occupational development of the individual. It also focuses on the concepts of life role assumption, planning and decision making.
   - The three domains are shown on the outside of the circle in the transparency.
   - Numerous factors are shown as integrated parts of the career development of the individual. The individual is seen as a total entity rather than being fragmented and the interaction of the factors causes development and growth.
   - The *Life Role Development Model* was synthesized from the review of numerous existing models.

2. Key Definitions

Show the transparency "Life Role Model Definitions" p. I-50.

   - Allow participants to read the definitions of Career, Career Development, and Career Guidance.
   - Briefly point out that these are definitions which convey broad meanings.
     - Career is a pattern of lifetime activities.
     - Career Development is the process one goes through to formulate this pattern.

FACILITATOR OUTLINE	NOTES
– Career Guidance is a planned program to aid persons in making appropriate career choices.	
3. The Model also includes goals and subgoals for each of the three domains included in the model.	
Three transparencies containing two sample goals from each of the three domains are provided, pp. I-51 to I-53. They are also printed in the text below. One or two of these should be shown to participants. Give the participants a few moments to read or skim the transparencies.	
• *Self and Interpersonal Relations Goals* (Individuals are able to) appraise their physical and mental characteristics and the potential for change and apply this knowledge to goal setting for life roles. (Individuals are able to) appraise similarities and differences in the attitude and value system of others in order to become tolerant in interpersonal relations.	
• *Career Planning and Decision Making Goals* (Individuals are able to) utilize the essential skills necessary to gather, organize, and evaluate information for effective decision making. (Individuals are able to) accept the responsibility for their decision-making outcomes.	
• *Life Role Assumption Goals* (Individuals are able to) appraise the variety, complexity, and availability of occupations in the world of work. (Individuals are able to) affirm that physical and emotional needs can be met through leisure activities.	
4. Point out that these are sample goals—26 goals are provided for the three domains.	p. 29-54, *Life Role Development Model*
• Subgoals for these goals are also in the handbook.	
• A model is an invaluable tool for developing a program.	

ACTIVITY TITLE: Summary

DURATION: 10 minutes

FACILITATOR OUTLINE	NOTES
A. **Summarize the module by briefly recapping the major topics covered in it with a short sentence or two per topic. The headings in abbreviated form are listed below.** 1. Nature of the Need • What is the rural environment like? • What are the strengths and limitations of the rural environment? 2. The *Rural America Series* • What is it? What are its component parts? • How was it developed? 3. The Profiles—A Closer Look at Variables Affecting Career Development. 4. The *Life Role Development Model* • The three domains (Self and Interpersonal Relations; Career Planning and Decision Making; and Life Role Assumption) • The goals B. **Explain that career guidance in a rural setting is really based on several key assumptions.** 1. Youth and especially youth in a rural setting need assistance in understanding the three domains and developing in terms of them. 2. A comprehensive career guidance program is a way of helping them. 3. This program relies heavily on school, community, business, industry and labor cooperation to plan, implement, and evaluate activities.	

FACILITATOR OUTLINE	NOTES
• The burden of career development must be shared. 4. Systematic planning is the best way to develop a comprehensive program. C. **Conclude with Peanuts cartoon** Show the "Peanuts" transparencies, pp. I-54–I-57, add your own comments.	

LISTING OF PARTICIPANT MATERIAL MASTERS

Material		Page(s)
Childhood Clues to Rural "Hall of Famers"		I-24
Profile No. 1	Sharon Koblentz	I-29
Profile No. 2	Doug Cloud and Wilma McGurdy	I-32
Profile No. 3	Mike Harper	I-35
Profile No. 4	Lanh Binh Thieu	I-38
Profile No. 5	Tom Sutherland	I-41
Module Specific Evaluation Questionnaire (To be used only if this module is used independently of other modules.)		I-44

CHILDHOOD CLUES TO RURAL "HALL OF FAMERS!"

CHILDHOOD CLUES TO RURAL "HALL OF FAMERS"

Directions: See how many of the "Hall of Farmers" you can identify by matching the pictures on pages I-27 and I-28, and cues below. All of these persons have lived during the 20th century.

	Picture No.	Name
A.	_____	_____

Born 1864 into slavery on a Missouri farm . . . left fatherless in infancy . . . adopted after the Civil War by former owners . . . worked in kitchen as a child because too frail to work in fields . . . loved to whittle wood and roam in the nearby forest . . . fond of playing with, drawing, and caring for plants . . . left home at 10 in search of education . . .

B. _____ _____

Born 1930 on his grandparents' farm near a small Ohio town . . . a zealous Scout troop member . . . first airplane ride taken at 6 . . . built model airplanes at 9 . . . had pilot's license before getting a driver's license . . . played baritone in a jazz combo during school years . . .

C. _____ _____

Born 1863 on a Michigan farm . . . attended school until 15 . . . fascinated by machinery as a child . . . dream was to make an engine to pull wagons and make farm work easier . . . job as youth repairing neighbors' clocks and watches . . . first job after school years was in a city machine shop . . .

D. _____ _____

Born 1888 in a log cabin in Indian Territory (Oklahoma) . . . descendent of Patowatomi, Sac, and Fox Indians . . . lost brother at 8, mother at 12, and father at 16 . . . when unhappy at reservation school after brother's death, treked home 23 miles away twice in one day . . . went to Kansas school 250 miles away from home when still a child . . .

E. _____ _____

Born 1880 on a farm on outskirts of Alabama community . . . became blind, deaf, and mute from illness at age of 19 months . . . learned first word at 6 . . . corresponded with the poet Whittier at 9, raised money at 11 for benefit of other blind children . . . first blind and deaf person ever to go to college . . . graduated *cum laude* from Radcliffe . . .

Picture No. Name

F. _____ _____

Born 1927 in heart of Alabama black belt . . . father ran country store . . . had to walk 5 miles every day to go to one-room schoolhouse . . . during Depression was forced to contribute to family income by hoeing and picking cotton . . . resolved early to overcome adversity and seek treatment as an equal . . . attended Antioch College on scholarship . . . became disillusioned about teaching when forbidden to do practice teaching in college town's public schools . . .

G. _____ _____

Born 1879 on ranch in Indian Territory (Oklahoma) . . . Cherokee ancestors on one side of family . . . found formal education confining from the start . . . for lack of public schools in Indian Territory, briefly attended girls' boarding school . . . gave up in 1898 at military school when about to be expelled . . . developed at age 7 considerable skill with lasso . . . lost mother at age 10 . . .

H. _____ _____

Born 1935 in Kentucky . . . one of 8 brothers and sisters . . . lived in a tarpaper shack . . . joined in family songfests as a toddler . . . married at 14 . . . grandparent at 30 . . .

I. _____ _____

Born 1924 on Georgia farm . . . served as school patrolperson . . . avid reader like mother—read *War and Peace* at 12 . . . showed business prowess at early age of 9 when saved enough money to purchase 5 bales of cotton which later were resold to purchase 5 houses for rental properties . . .

J. _____ _____

Born 1927 of Mexican descent on small farm in Arizona . . . grew up in a series of labor camps where home was a shack . . . parents lost farm during Depression . . . by end of eighth grade had attended about 36 schools . . . with brother saved 18 pounds of tin foil from cigarette and gum wrappers to buy tennis shoes and two shirts . . .

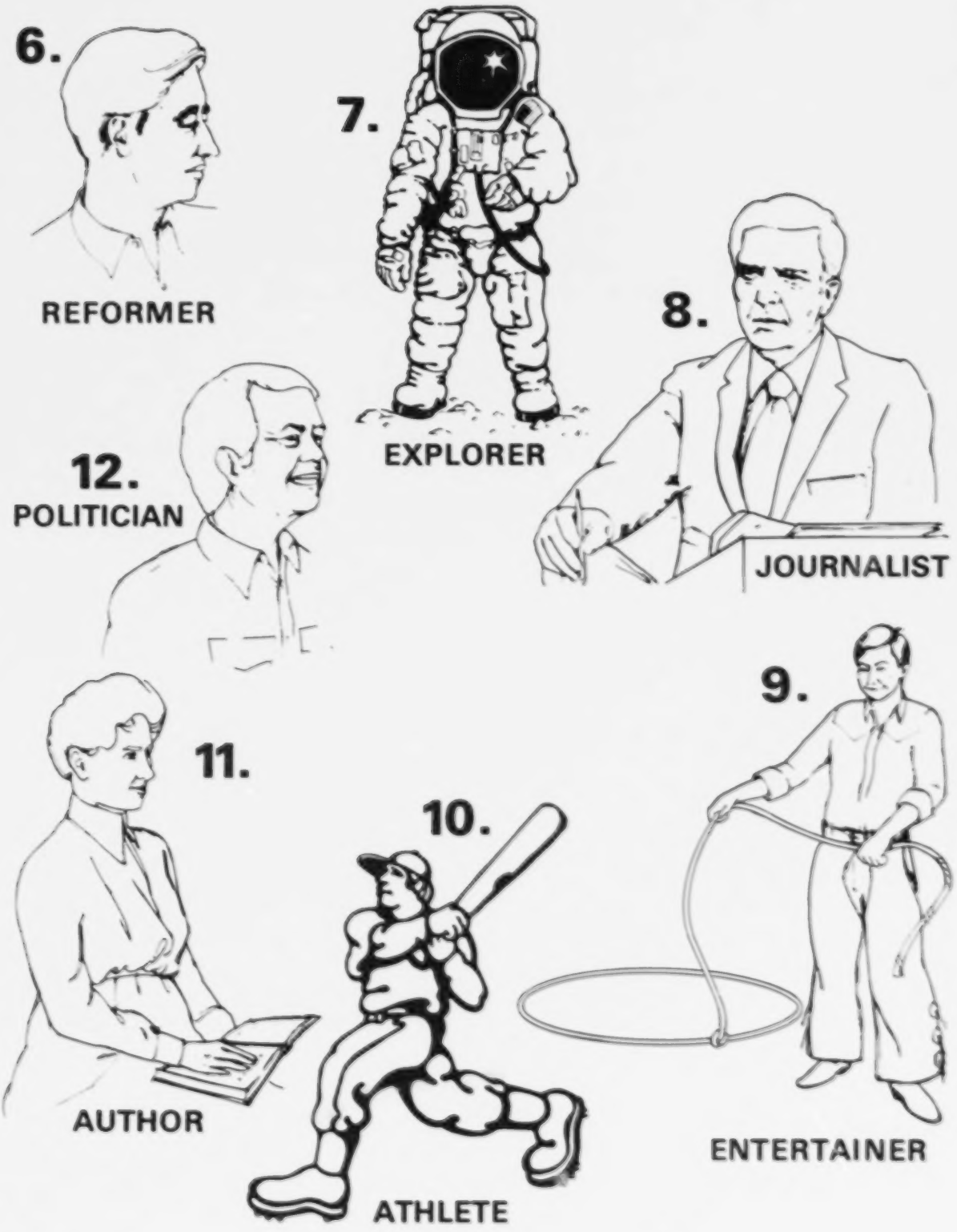
K. _____ _____

Born 1911 in Montana train station quarters . . . spent early years on farm . . . raced horse with Indians on open range . . . deeply impressed by World War I; corresponded with uncle fighting in Europe and read war accounts in the newspaper . . . went to a one-room schoolhouse . . . odd jobs as youth included helping a blacksmith turn the bellows . . . experienced 7 schools systems because of forced family moves . . .

Picture No. Name

L. _____ _____

Born 1917 on Pennsylvania farm . . . was sickly as child . . . left school to study in father's studio . . . illustrated *The Merry Adventures of Robin Hood* at age of 12 . . . illustrated Rob White's *The Nub* at 14 . . . adept at drawing from memory . . . began exhibiting at 20 . . .


6.
REFORMER
7.
EXPLORER
8.
JOURNALIST
12.
POLITICIAN
9.
11.
10.
AUTHOR
ATHLETE
ENTERTAINER

RURAL CAREER GUIDANCE WORKSHOP

Who would have thought that the chemistry set Sharon got for her twelfth birthday last year would lead to this? Yet, here she was with her parents, waiting for the tour through the Exotique Perfume Factory to start.

Sharon was looking forward to seeing the perfume chemists at work. She was excited to read in the tour brochure that visitors would be able to observe employees at their jobs. Good thing that a guide would go along to answer questions. There was a lot to find out. What chemicals go into perfume? How is a new scent developed? Most important, how do you get to be a perfume chemist anyway? . . .

"Hey, Mom, how much longer before the tour?"

"Only 15 minues by my watch, dear."

Sharon's parents exchanged smiles. They sensed their daughter's anticipation. It made going to the last Huntsville PTA meeting seem worthwhile. That's where they had brainstormed with other junior high parents, teachers and the school counselor to find ways of helping children in Sharon's class prepare for high school. Many concerns had been raised. For one thing, to help students pick high school courses intelligently, they would need an awareness of many different occupations and an understanding of how school could help prepare for them. It wouldn't be easy. Huntsville was a small community nestled deep in the Blue Ridge mountains. Boonesboro, the nearest town, was 50 miles away.

That fact figured prominently in the PTA discussion. How could parents help their children get the exposure to occupations that was needed? By the end of the evening, Mr. and Mrs. Koblentz were in agreement. They would take advantage of family vacations and trips to Boonesboro by encouraging Sharon to help plan things to see and do. In addition to developing her knowledge about careers and positive attitude towards high school, this strategy of family decision making would provide an opportunity for Sharon to accept responsibility—another important aspect of preparing for high school.

At their suggestion, Sharon had written to the Boonesboro Chamber of Commerce. Their information about local industries made her curious about the Exotique Perfume Factory. Further investigation in the library's encyclopedia made her aware that chemists play a key role in the production process. The thought of mixing perfume appealed a lot to Sharon. She could spend hours running experiments with her chemistry set. But how would she like to do it for a course in school? That remained to be seen . . .

Discussion Questions

1. What is the student problem described in this case study?
2. What complicates solving the problem? That is, what special feature(s) of the Huntsville situation must be considered?
3. What special feature(s) of the Huntsville situation can help solve the problem?
4. What strategy is chosen to solve the problem?
5. Describe Sharon's possible future.
6. Does this case study remind you of your own community? Describe why it does or does not.
7. How adaptable is the chosen strategy for use in your own community?
8. What other alternative(s) can you think of that might help solve the problem?

RURAL CAREER GUIDANCE WORKSHOP

Roy Fairchild closed his guidance office door and began to hum a familiar tune as he headed for the parking lot. In truth, he had something to hum about. After careful planning and conferring with teachers, parents, and community leaders, he could see Valley View Local's career guidance program beginning to take shape.

Roy was particularly pleased with student interest in career guidance activities. A recent poll he'd taken in the small rural high school perhaps showed why. Many of Valley View's youth had very high career aspirations and expectations. It used to be that only boys felt this way. Now, with the advent of women's lib, some of the girls were also fantasizing and expressing ambitious career goals—goals that, if achieved, might put them in positions of considerable authority and influence.

Therein lay a conflict that Roy had been wrestling with for several days. Take the group counseling with Doug Cloud and Wilma McGurdy, for example . . .

"One thing's for sure, Doug. You're not going to catch me washing diapers and cooking meals all day like my Mom. I'm going to get a job in Center City and make money—lots of it and . . .

"Geez, Wilma, cut it out, will ya? What's happened to you anyway? . . . going on about women's lib and all."

"Oh, no, you don't, Doug Cloud! I've got just as much right to want a career as you."

"Well, my Dad says that females are better off married and staying home with the kids. He thinks they should let men run things, and I agree because . . ."

It struck Roy that Valley View boys like Doug, heading for a career in industry, needed to learn adaptability to working well with and for women. And, in turn, Valley View girls like Wilma, aspiring to a profession, needed to become sensitized to the tactful use of power so as not to offend others working with and for them.

Then today in the faculty lounge, listening to Fern Whipple describe her success with role playing in speech class, Roy had an inspiration. Why not have Doug and Wilma's group role play different work situations? One of the girls, for example, could interview a boy—say, who had just been fired—for a new job. Another boy and girl could plan how to do a task cooperatively. A third possibility would be to have a girl evaluate a boy's work. And, of course, all students could benefit from practicing how to give suggestions to a person who is their boss. Reversing roles could facilitate the use of peer counseling.

Well, tomorrow Roy would have a chance to try out this technique. Would Doug and Wilma learn something about themselves and grow in interpersonal skills? Roy hoped so . . . leading happy lives, let alone achieving their American dream, might depend on it.

Discussion Questions

1. What is the student problem described in this case study?
2. What complicates solving the problem? That is, what special feature(s) of the situation might be considered?
3. What special feature(s) of the situation can help solve the problem?
4. What strategy is chosen to solve the problem?
5. Describe Doug's and Wilma's possible future.
6. Does this case study remind you of your own community? Describe why it does or does not.
7. How adaptable is the chosen strategy for use in your own community?
8. What other alternative(s) can you think of that might help solve the problem?

RURAL CAREER GUIDANCE WORKSHOP

PROFILE
No. 3

Mike Harper
14 years old

It hadn't been easy getting to know Mike Harper. Marge Vitale took a personal interest in all her English students and generally had good rapport with them. But she couldn't get to first base with Mike. She'd smile and ask how he was when he entered her classroom. She'd also write encouraging comments on his themes. When she'd try to draw him out in class discussion, Mike's typical reaction was to shrug his shoulders and stare at the floor. Then came the assignment to keep a daily journal . . .

". . . We's poor, dirt poor. Ma sez we'll always be poor folks, now that the mining company's closed down and all's we got left to do with Pa gone is farm. Hate all that plowing, weeding, and feeding chickens. Couldn't hardly stand it but fer all the time off to shoot a few crows and hunt squirrel . . ."

". . . My mind's made up. I'm gonna quit school when I get to be 16. Heck, what's the use of trying to learn history or algebra? Expec I'll end up taking care of Ma's farm with my big brother. Nuthin much else fer me here in Taylor's Crossing . . . "

". . . Got me nuther war story today in the mail. Sure like to read about the Army in combat with the Nazis. Seems almost a miracle that Hitler didn't win! . . ."

Journal entries like these helped Marge Vitale piece together a picture of this husky boy with sad brown eyes. Perspective on Mike's aspirations, concerns, and interests was invaluable when it came time for the class's career exploration project. This project capitalized on senior citizen interest in kids. It called for each student to adopt for a month a "grandmother" or "grandfather" at the retirement village nearby. By spending time getting acquainted with these senior citizens and doing odd jobs for them, the students could develop helpful work attitudes and broaden their exposure to life role models. Mike's sense of career futility made him balk at first, but he agreed to participate in the project when Marge Vitale told him there was a retired soldier living at Fairhaven . . .

"I would've never guessed it, Mr. Witherspoon—that you used t'be a drill sergeant, I mean. In books and movies they're always big tough guys with lousy tempers. Why'd you leave the army to run a huntin' lodge?"

"Well, Mike, running a hunting lodge was something I decided as a kid I wanted to do. But since I was an orphan, I didn't have the money, so I joined the Army instead. Smart move too; saved up a nestegg and learned a lot about being in charge. After the war ended . . . "

Discussion Questions

1. What is the student problem described in this case study?
2. What complicates solving the problem? That is, what special feature(s) of Mike's situation must be considered?
3. What special feature(s) of Taylor's Crossing life style contributes to solving the problem?
4. What strategy is chosen to solve the problem?
5. Describe Mike's possible future.

6. Does this case study remind you of your own community? Describe why it does or does not.

7. How adaptable is the chosen strategy for use in your own community?

8. What other alternative(s) can you think of that might help solve the problem?

RURAL CAREER GUIDANCE WORKSHOP

PROFILE
No.4

Lanh Binh Thieu
9 years old

"Welcome to Fowler Elementary! I hope you'll be happy here," said Mrs. Mueller, the principal, extending her hand.

Having received a nod from her father, Lanh Binh Thieu stepped forward and murmured "Th-thank you" as she shook hands with Mrs. Mueller.

"Now then, Lanh Binh. It says here you're nine years old . . ."

Fowler Elementary School didn't have a guidance counselor. The local township of mostly small truck farmers couldn't afford such a "frill." So when Mrs. Mueller had processed Lanh Binh's mid-year entry, she took the shy but attentive little girl by the hand and walked with her down the hall to Gil Sanchez's classroom.

Mrs. Mueller regretted that there was no special class to help Lanh Binh adjust to an American school. Fortunately, Gil Sanchez was a teacher who tried hard to address the individual development needs of students. His small class would help too . . .

"Here's what I've been able to find out, Gil. The Thieu family has just moved into the old Minoza farm—sponsored by St. Luke's Church. It's been hard to find a place where they could settle because the family is large. In addition to Lanh Binh and her parents, there are two cousins entering middle school, four brothers and an elderly grandmother at home—and another sister or brother on the way. Lanh Binh's father speaks English, but because of the limited exposure at the relocation camp, the children speak mostly Vietnamese."

"Guess I can handle that, Mrs. Mueller. I learned some good ways of dealing with language difficulties recently at an inservice program."

By involving his students in the effort to teach Lanh Binh English, Gil Sanchez sought to accomplish two things. First, he wanted Lanh Binh's English vocabulary to grow rapidly. In the process, he also hoped that students' curiosity about the young refugee would be transformed into acceptance. The plan was a good one, but for one problem. Lanh Binh lacked confidence in herself and seemed frightened by her classmates' eagerness to help. So Gil Sanchez decided it was time for Lanh Binh to be the subject of a Pow Wow. According to this class tradition, she would be observed all day by others in the class. Then, sitting in a circle with their Indian headbands in place, each classmate would have a chance to say something good about her. Finally, it would be Lanh Binh's turn to say what she liked best about herself.

". . . I like the way you listened when I talked to you," said Joanne.

"And I like the way you waited for your turn in the lunch line without shoving," chimed in Jimmy.

"Well, I feel you make our class special," exclaimed David.

"Yeah, Lanh Binh. It's a lot of fun to . . ."

Discussion Questions

1. What is the student problem described in this case study?
2. What complicates solving the problem? That is, what special feature(s) of Fowler Elementary School must be considered?
3. What special feature(s) of Fowler Elementary School can help solve the problem?
4. What strategy is chosen to solve the problem?
5. Describe Lanh Binh's possible future.
6. Does this case study remind you of your own community? Describe why it does or does not.
7. How adaptable is the chosen strategy for use in your own community?
8. What other alternative(s) can you think of that might help solve the problem?

RURAL CAREER GUIDANCE WORKSHOP

PROFILE No.5

Tom Sutherland
15 years old

Brookfield is a quiet community. Aside from a few gas stations, a McDonald's, and the new district vo-tech school, it hasn't changed much in fifty years. Most of the families have lived in Brookfield for several generations because of the conviction that it's a good place to raise children. Oh, from time to time Brookfield has a problem or two, but word spreads quickly, and . . .

"Principal's office. Paul Difford speaking."

"Hey, Paul. This is Karl Margolis. I just heard from one of my teachers about the Sutherland boy—a real shame."

"Sure is, Karl. Tom's such a fine lad. Well liked too. Doc Sutherland called me this afternoon when he found out. He's fit to be tied."

"How many students were involved?"

"We don't know yet. But even it it's only two or three, we need to get all the kids involved in something constructive so, unlike Tom, they won't feel like turning to drugs for excitement. Any suggestions?"

"Glad you asked, Paul. Vo-tech students in our Service Club were talking about projects the other day. The idea came up to go around to schools in the district and show their hobbies. They thought they might be able to help kids pick a hobby to pursue in leisure time. Who knows, a hobby might keep Tom Sutherland and kids like him from getting bored."

"Sounds great, Karl, but for one thing. How can we transport them to all the schools? As you well know, our buildings are sprawled out all over the place."

"Hm-m-m, you're right. Have to give it some thought. Tell you what, I'll get back to you. Where there's a will . . ."

Two weeks later an old school bus with a new psychedelic coat of paint was parked behind the Brookfield Local High School. A loudspeaker over its door broadcast current rock music. Inside, colorful tables and chairs, arranged for small groups, focused attention on several hobbies—macrame, model building, stamp collecting, glass cutting, needlepoint, and others. In one corner sat two chess players, each intent on protecting his kingdom . . .

"How long have you been playing chess, Jerry?"

"Several years now. Got my first chess set on my twelfth birthday, Tom."

"No kidding! Sure is fun. Reminds me of playing football; you really have to think ahead. Wonder if I could start a chess club here at school—what do you think? . . ."

Discussion Questions

1. What is the student problem described in this case study?

2. What complicates solving the problem? That is, what special feature(s) of Brookfield must be considered?

3. What special feature(s) of Brookfield can help solve the problem?

4. What strategy is chosen to solve the problem?

5. Describe Tom's possible future.

6. Does this case study remind you of your own community? Describe why it does or does not.

7. How adaptable is the chosen strategy for use in your own community?

8. What other alternative(s) can you think of that might help solve the problem?

RURAL AMERICA SERIES

Module Questionnaire: Understanding the Need

NAME (Optional) _____ TITLE _____

INSTITUTION _____

ADDRESS _____ TELEPHONE _____

DIRECTIONS: Directions for responding to this brief questionnaire are given with each specific question. Your responses will be used to improve the module structure and format.

1. On the left indicate the degree to which the module helped you in gaining the understandings and skills listed below. On the right provide brief comments on how the module could be improved for those sections marked "NONE" or "SOME."

Degree of Growth				Understandings/Skills	Comments
NONE	SOME	MUCH	VERY MUCH		
1	2	3	4	Increased understanding of factors affecting the career development of rural youth.	
1	2	3	4	Increased understanding of a theoretical model for life role development.	
1	2	3	4	Increased understanding of the *Rural America Series.*	
1	2	3	4	Developed skills in accessing materials in the *Rural America Series.*	

2. To what extent were the materials, processes, and organizational aspects of the module successfully used in the presentation and delivery of the module. For those materials, processes, or organizational aspects that you marked as "unsuccessful" or "slightly successful" provide brief comments as to how they might be improved.

Success				Materials/Processes	Comments
UNSUCCESSFUL	SLIGHTLY	MODERATELY	VERY SUCCESSFUL		
				Materials	
1	2	3	4	Picture Puzzle	
1	2	3	4	Profiles	
1	2	3	4	Transparencies	
1	2	3	4	*Rural America Series* handout	
				Processes	
1	2	3	4	Lecture Presentations	
1	2	3	4	Small Group Work Sessions	
1	2	3	4	Question and Answer Sessions	
				Organizational Aspects	
1	2	3	4	Module Organization in Terms of the Logical Flow of Ideas	
1	2	3	4	Important Concepts Reinforced	
1	2	3	4	The Mix of Activities Helpful in Maintaining Interest	

3. Indicate those aspects of the module that you *liked most* and those that you *liked least.*

Liked Most *Comments*

Liked Least *Comments*

4. SUGGESTIONS: Please provide any suggestions or comments that you have for improving the workshop, workshop materials, etc.

Thanks for your help.

LISTING OF TRANSPARENCY MASTERS

Transparency	Page(s)
The Rural America Series	I-48
A Conceptual Model	I-49
Life Role Model Definitions	I-50
Self and Interpersonal Relations (Goals)	I-51
Career Planning and Decision Making (Goals)	I-52
Life Roles (Goals)	I-53
Peanuts	I-54—I-57

THE RURAL AMERICA SERIES (HANDBOOKS)

PROBLEM IDENTIFICATION

Support Information

- State of the Art
- Model
- Career Guidance Resources

Planning Process

- Planning and Implementation
- Needs Assessment
- Behavioral Objectives
- Resource Assessment
- Evaluation

PROBLEM RESOLUTION

Career Guidance & Counseling Strategies

- Career Counseling
- Desk Reference
- Individualized Counseling and Placement
- Transitional Career Placement
- Career Guidance Practices

Support Functions

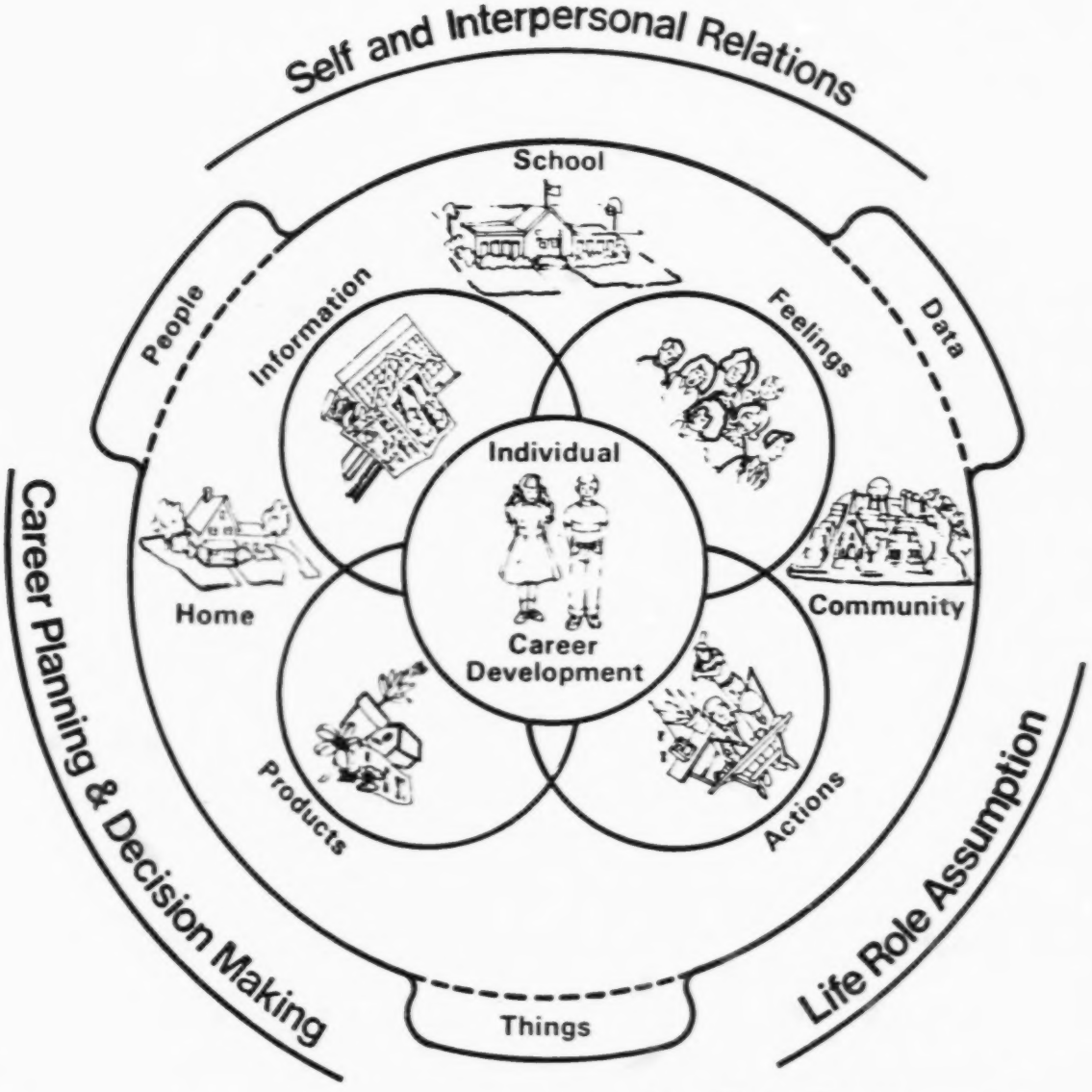
- Staff Development
- Community Relations and Involvement
- Community Perspectives

Supplemental Areas

- Facilitator's Guide
- Cooperative Agreements
- Case Studies

A Conceptual Model

for Individual Career Development



for Life Role Development...

I-49

Life Role Model Definition

CAREER—The purposeful life investment pattern of environmental resources, time, and energy in work and leisure pursuits undertaken by individuals.

CAREER DEVELOPMENT—A continual process that involves a sequence of choices ending in the formulation of a pattern throughout one's lifetime. It involves a series of experiences, decisions, and interactions which, taken cumulatively, result in the formulation of a viable self-concept effectively integrating knowledge, feelings, actions, and products of the individual into life role pursuits.

CAREER GUIDANCE—A planned developmental program using individual and group processes. These intervention strategies are both organized and structured to have maximum impact on a student's present career development maturation problems and provide a way of realizing a fuller career identity. Career guidance is also considered in terms of the total educational program of a school which implies a curriculum base and total staff involvement. The conceptual framework used considers those major career development domains which are Self and Interpersonal Relations, Career Planning and Decision-Making, and Life Role Assumption.

SELF AND INTERPERSONAL RELATIONS

- TO APPRAISE THEIR PHYSICAL AND MENTAL CHARACTERISTICS AND THE POTENTIAL FOR CHANGE AND APPLY THIS KNOWLEDGE TO GOAL SETTING FOR LIFE ROLES.

- TO APPRAISE SIMILARITIES AND DIFFERENCES IN THE ATTITUDE AND VALUE SYSTEM OF OTHERS IN ORDER TO BECOME TOLERANT IN INTERPERSONAL RELATIONSHIPS.

CAREER PLANNING AND DECISION MAKING

- TO UTILIZE THE ESSENTIAL SKILLS NECESSARY TO GATHER, ORGANIZE, AND EVALUATE INFORMATION FOR EFFECTIVE DECISION MAKING.

- TO ACCEPT RESPONSIBILITY FOR THEIR DECISION-MAKING OUTCOMES.

LIFE ROLES

- TO APPRAISE THE VARIETY, COMPLEXITY, AND AVAILABILITY OF OCCUPATIONS IN THE WORLD OF WORK.

- TO AFFIRM THAT PHYSICAL AND EMOTIONAL NEEDS CAN BE MET THROUGH LEISURE ACTIVITIES.

I'VE DECIDED SOMETHING!
WHAT?

I WANT TO BE A **NURSE** WHEN I GROW UP!

A NURSE! WHY?

I LIKE WHITE SHOES!

SUPPLEMENTS TO THE *RURAL AMERICA SERIES* (1978)

Increasing Guidance Effectiveness Through School-Community Cooperation

From Idea to Action: Career Guidance Plans of Rural and Small Schools

Facilitator's Guide to Staff Training for the *Rural America Series*

RURAL AMERICA SERIES (1976-77)

Career Guidance Program Support Information Documents

- State of the Art Review
- Life Role Development Model
- Career Guidance Resources

Career Guidance Program Process Handbooks

- Planning and Implementation
- Career Development Needs Assessment
- Behavioral Objectives
- Resource Assessment
- Deciding Via Evaluation

Career Guidance and Counseling for Groups and Individuals Handbooks

- Career Counseling in the Rural School
- Desk Reference: Facilitating Career Counseling and Placement
- An Individualized Approach to Career Counseling and Career Placement
- Transitional Career Placement in the Rural School
- Career Guidance Practices

Career Guidance Program Support Functions Handbooks

- Staff Development
- Community Relations and Involvement
- Rural Community Perspectives Toward Career Development

For ordering information (individual and quantity prices) and/or in-service training technical assistant, contact:

The National Center for Research in Vocational Education
National Center Publications
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210
(614) 486-3655